



**Bringhurst  
Primary School**  
*Broadening Horizons*

*Inspiring children, achieving excellence*

## **POSITIVE BEHAVIOUR FOR LEARNING POLICY**

### **Introduction**

All children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. We recognise that all children have the right to feel safe and secure and that all staff are here to create the appropriate environment and opportunities for this to happen.

This policy sets out the expectations of behaviour at Bringhurst Primary School and how the school recognises and rewards such behaviour. The Governors, staff and pupils seek to maintain an environment which encourages and reinforces good behaviour and positive attitudes to learning.

It also explains the consequences should misdemeanours arise.

This policy should be read in conjunction with the School's Anti-bullying Policy, Safeguarding Policy, Equal Opportunities Policy, Equalities Policy and Bringhurst Primary School's Golden Rules.

### **Aims and Principles**

This behaviour management policy seeks to promote common expectations regarding the standards of behaviour throughout the school and provide mutual support for staff.

It aims to:

- \* Create a school where there is a friendly and welcoming atmosphere for both children and adults;
- \* Help children to recognise their own value and enhance their self-esteem;
- \* Promote the values of honesty, respect and tolerance;
- \* Develop the personal qualities of initiative, independence, self-motivation, responsibility, punctuality and co-operation;
- \* Give children an equal opportunity to develop according to their ability and talents and to achieve their full potential;
- \* Encourage the involvement of parents/carers in fulfilling the aims of the school;

- \* Ensure common understanding of the reasons for rules, sanctions and rewards;
- \* Ensure the school's Anti-Bullying Policy is understood and followed by all staff.

We believe that the most effective way of achieving these aims is to encourage and praise positive behaviour for learning. These are the underlying principles we wish to nurture throughout the school:

- \* Enable effective teaching and learning;
- \* Treat all members of the school community with consideration and respect;
- \* Value others;
- \* Be polite and friendly;
- \* Work hard and try one's best;
- \* Respect the school environment and other people's property;
- \* Respect the culture and beliefs of others;
- \* Promote self-esteem and emotional well-being.

The School recognises that all children have the right to feel secure and they are encouraged to talk and to be heard. It is important that children know they can approach any of the adults in school if they are worried and that they will receive a consistent supportive approach.

### **Role of the Pupil**

At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different from bullying. Bullying involves applying power and control consistently. (See Anti-bullying Policy)

Pupils are expected to:

- ✓ Follow the school and classroom rules;
- ✓ Accept responsibility for and the consequences of their actions;
- ✓ Listen to and respond appropriately to what adults say.

### **Role of Staff**

Adults in the school have an important responsibility to model high standards of behaviour.

Adults in school are expected to:

- ✓ Create a calm, purposeful and positive atmosphere with realistic expectations;
- ✓ Provide a caring and effective learning environment;
- ✓ Encourage all pupils, whatever their ability, to achieve their full potential;
- ✓ Encourage positive relationships based on mutual respect;
- ✓ Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the Inclusion Leader and outside agencies as appropriate.

It is the responsibility of all adults to implement the school behaviour for learning policy **consistently** throughout the school.

When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored. Incidences of poor behaviour should be logged in the 'Class Behaviour Log' on the templates provided. This log should include the date and time, names of the children involved, any witnesses, a description of the incident and details of any sanctions that the class teacher/a member of the SLT has put in place.

It is the responsibility of the Headteacher to report periodically, upon the effectiveness of the Behaviour for Learning Policy, as requested by governors or the Trust.

### **Role of Parents**

Parents play a key part in ensuring that their child understands what acceptable behaviour looks like.

Parents are expected to:

- ✓ Support their child in adhering to the school rules and the expectations of good behaviour;
- ✓ Ensure that their child fully understands the school rules and the consequences of not adhering to them;
- ✓ Inform the class teacher of any changes in circumstances which may affect their child's behaviour;
- ✓ Discuss any concerns with the class teacher promptly.

### **Role of Governors**

The Governors are an integral part of the school's leadership supporting and challenging the Headteacher.

Governors are expected to:

- ✓ Promote the ethos of Bringhurst Primary School where all are equally valued as members of the school community;
- ✓ Create an effective partnership between pupils, parents staff and governors;
- ✓ Maintain a caring, safe and nurturing environment where pupils can flourish;
- ✓ Develop a positive reputation in the community;
- ✓ Ensure that the school community is safeguarded.

## PROMOTING POSITIVE BEHAVIOUR FOR LEARNING

Positive behaviour management may be defined as the strategies the school employs to promote a well-ordered, purposeful school community. These strategies underpin the Positive Behaviour Policy.

### **Our Golden Rules**

**We care for everyone and everything**

**We work hard and try our best**

**We listen we don't interrupt**

**We are kind and polite**

**We always tell the truth**

The School's Golden Rules are displayed prominently for all adults and children to see. They are referred to regularly in assembly and when dealing with any misdemeanours around the school. The rules are displayed in classrooms and referred to as part of classroom behaviour management.

Underpinning our Golden Rules are a set of **values** which are the focus of half termly assemblies. These are:-

Responsibility,

Respect

Compassion

Honesty

Cooperation

Happiness

## **Bringhurst House Point System**

In addition to celebrating academic and sporting achievement, the House Point System is designed to encourage and acknowledge all children who follow the school's expectations e.g. good behaviour, supporting peers and adults with daily tasks and taking responsibility to achieve their personal best. To support our children in fulfilling these aims the school implements a consistent and fair system which recognises and rewards all pupils who demonstrate positive behaviours for learning.

The following guidelines are designed so that children who make consistently good choices in class and around school are rewarded for their efforts.

**All pupils can earn house points every week for:**

- Behaving as expected in class, at playtimes and during the lunch hour;
- Making an effort in class when working.
  
- Modelling our school values - Honesty, Respect, Responsibility, Cooperation, Compassion, Happiness
- Completing and handing in homework on time;
- Being helpful;
- Showing kindness to others;
- Showing exceptional effort in any area of school life;
- Anything else that an adult deems to be above and beyond normal expectations, pastorally or academically.

Try to award children when they least expect it e.g. holding a door open, in the dining hall, lining up.

**Certificates will be awarded when a child reaches certain milestones -**

50 points - Bronze

100 points - Silver

150 points - Gold

200 points - Platinum

250 points - Diamond

At the end of each week points are added up by House and then acknowledged in Friday's celebration assembly alongside other achievements e.g. Bringhurst Bright Star Award.

In addition to more tangible recognition outlined above the following should also be used:

- Verbal praise;
- Approving signs/acknowledgements;
- Class rewards - e.g. golden time;

- Sent to another teacher/member of the SLT with work.
- Postcard or email to parents

## **Behaviour Sanctions**

From time to time children may need reminding of the school rules and an appropriate sanction if they do not respond to initial requests made by an adult to improve their behaviour.

The following staged approach assumes a gradual increase or persistence in bad behaviour. If behaviour deteriorates very quickly or, if the first incident, is of a serious nature (i.e. violence) then it is acceptable to skip stages e.g. child may be given an internal exclusion.

There may be occasions, however, when domestic circumstances, or the child's disposition, would warrant an internal exclusion (or seclusion) where he or she completes their school work in a designated workspace within the school and has break periods away from their peers.

We expect that early intervention and discussions with parents will resolve the issues.

Early involvement makes it easier to develop a positive partnership between school and home.

In the first instance good classroom management/ relationships between adults and children will determine how staff let them know their behaviour is inappropriate. If they do not respond move through step sequence

<p><b><u>Step 1</u></b></p>	<p><b><u>Visual reminder</u></b> A verbal reminder of expectations of behaviour and rules (refer to class display) with reminder of consequence for choosing not to comply with request. Name to be recorded on board or behaviour display as a visual reminder.</p>
<p><b><u>Step 2</u></b></p>	<p><b><u>Time out in class</u></b> Child to be seated away from their peers for 5 minutes reflection time. They will miss 5 minutes of playtime to talk through their behaviour with the class teacher.</p>
<p><b><u>Step 3</u></b></p>	<p><b><u>Time out in another class</u></b> - period of time to be spent in 'partner' class with work provided by the class teacher:</p> <ul style="list-style-type: none"> <li>• Record of the exclusion from class to be made;</li> <li>• Parents must be informed by the class teacher.</li> </ul>
<p><b><u>Step 4</u></b></p>	<p><b><u>Sent to Headteacher or if not in school Senior Leader</u></b> - Send Red card if need help in class to office or Senior Leader</p> <p>The headteacher will decide on the appropriate sanction. This may be -</p>

	<p><b>Internal Exclusion</b></p> <ul style="list-style-type: none"> <li>• Period of time eg a day spent out of class in another class with work provided. Loss of privileges and break times.</li> <li>• Period of time to be spent in a room away from other children and child to be supervised by a member of staff. Loss of privileges and break times.</li> <li>• Fixed Term exclusion or permanent exclusion (see below)</li> </ul> <p>Headteacher will inform parents and arrange a meeting with them.</p>
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In such cases, the following course of action will be followed:

- Staff co-ordinate discussion with parent / carer re: incident / behaviour concerns. consideration for assessment by outside agencies At this point a 'Personal Target Sheet' is considered;
- Headteacher, Teacher, Parent and pupil are involved in drawing a plan of action;
- A time scale and review date is to be agreed.

At this point, consideration for assessment by outside agencies may also be recommended. External agencies such as School Nurse, Attendance and Engagement Officer and/or Educational Psychologist could be involved and a new plan of action / contract may be created:-

- \* Behaviour Support Plan (BSP);
- \* Pastoral Support Plan (PSP) A PSP is drawn up when the pupil is at risk of a Fixed Term Exclusion. It covers 16 school weeks and aims to improve behaviour based on small step targets.

Time scales and regular review dates will be agreed.

Should the above procedures fail to have the desired effect, the following course of action will be taken:

- Headteacher imposes Fixed Term Exclusion;
- Headteacher imposes Permanent Exclusion.  
(Chair of Governors informed)

### Lunchtime Behaviour

When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child has the right to be heard without interruption, at the appropriate time. All adults must not act upon the information until all areas of investigation have been explored.

The first focus is on good behaviour with positive comments and house points awarded for those behaving consistently well. Lunchtime supervisors will give out certificates to those children showing good behaviour, teamwork, helpfulness and cooperation at lunchtime. They will then be given a house-point when they return to class.

<p style="text-align: center;"><b><u>LEVEL 1</u></b></p>	<p><b><u>Verbal reminder</u></b></p> <p>A verbal reminder of expectations of behaviour and rules (see playground rules)</p> <p>Verbal reminder with choice of consequences:</p> <ul style="list-style-type: none"> <li>▪ Praise for choosing to behave OR</li> <li>▪ A 'Warning' which will be recorded in the 'Log Book'</li> </ul> <p>3 entries in the Log book, <b>within a week</b>, lead to a lunchtime detention. Headteacher to monitor the book weekly.</p>
<p style="text-align: center;"><b><u>LEVEL 2</u></b></p>	<p><b><u>Sanction - 5/10 minutes on 'Time Out' bench</u></b></p> <p>Incident recorded in the log book;</p> <p>Class teacher informed.</p>
<p style="text-align: center;"><b><u>LEVEL 3</u></b></p>	<p><b><u>Second 'Time Out' incident - period of time to be spent with a member of SLT.</u></b></p> <p>Sent in to speak with Senior Leader - rest of lunchtime lost or subsequent break-time.</p> <p>Parents must be informed by Senior leader.</p>
<p style="text-align: center;"><b><u>Level 4</u></b></p>	<p><b><u>Headteacher informed</u></b></p> <p>Headteacher will inform parents this could result in a request for the child to be taken home during the lunchtime period</p>

Lunchtime supervisors will send in a red card if there is a serious incident of misbehaviour to a member of staff or the Headteacher.

This procedure assumes a gradual increase or persistence in bad behaviour. If behaviour deteriorates very quickly or, if the first incident is of a serious nature, (i.e. violence) then it is acceptable to skip stages and a member of the school's senior leadership team and/or the Headteacher will become directly involved.

Staff co-ordinate after school discussion with parent re: behaviour issue.

At this point it may be worth considering a 'Behavioural Support Plan - BSP'.

We expect that prompt intervention and discussions with parents will resolve the issue.

Early involvement will make it easier to develop a positive partnership between school and home.

Reviewed on: **May 2016**

Next review: **May 2017 (Revisit with staff in September)**

**Presented to Governors -**

**Date 17<sup>th</sup> May 2017**